



University of the  
West of England

**ACADEMIC SERVICES**

**PROGRAMME SPECIFICATION**

Part 1: Basic Data			
<b>Awarding Institution</b>	University of the West of England		
<b>Teaching Institution</b>	University of the West of England		
<b>Delivery Location</b>	University of the West of England		
<b>Faculty responsible for programme</b>	Faculty of Business and Law		
<b>Department responsible for programme</b>	Business and Management		
<b>Modular Scheme Title</b>			
<b>Professional Statutory or Regulatory Body Links</b>	n/a		
<b>Highest Award Title</b>	BA(Hons) Business (Team Entrepreneurship)		
<b>Default Award Title</b>	n/a		
<b>Fall-back Award Title</b>	n/a		
<b>Interim Award Titles</b>	Diploma in Higher Education Business (Team Entrepreneurship) Certificate in Higher Education Business (Team Entrepreneurship)		
<b>UWE Progression Route</b>	n/a		
<b>Mode(s) of Delivery</b>	Full-time, Foundation Year		
<b>Codes</b>	<b>UCAS:</b> N191	<b>JACS:</b>	
	<b>ISIS2:</b> N19D ( N19F)	<b>HESA:</b>	
<b>Relevant QAA Subject Benchmark Statements</b>	UG General Business and Management		
<b>First CAP Approval Date</b>	1 June 2016	Valid from	September 2016
<b>Revision CAP Approval Date</b>	31 January 2017	Revised with effect from	September 2017
<b>Version</b>	2		
<b>Review Date</b>	September 2022		

## Part 2: Educational Aims of the Programme

BA Business (Team Entrepreneurship) is an innovative, highly experiential and student-centred approach to team entrepreneurship based on learning through project work - as developed over the last two decades in the Finnish 'Jyvaskyla University of Applied Sciences'. The programme's mission is:

*"With boldness, to create outstanding, caring and creative team entrepreneurs. Working together, and with help from our teammates, team companies and customers, we collectively learn to be effective, efficient and inspired team entrepreneurs."*

The main educational aims of the programme are to develop graduates who are:

1. highly networked, collaborative entrepreneurs with a commitment to lifelong learning
2. equipped with an all-round understanding and capacity for building an organization and managing and leading projects
3. committed to their own personal development and to the development of others
4. highly skilled in working in teams and in using the creative power of the team to build value for customers
5. confident and resilient learners with the capacity to lead others

Issues of ethics, ethical decision-making, sustainability, organizational citizenship and global citizenship are embedded throughout the curriculum.

A statement of the programme's ethos, vision and values is attached at Appendix 1.

This version of the programme also aims to support the UWE Bristol widening participation strategy by enabling students to undertake a foundation year before progressing to year one of the programme

### Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

Students graduating from the BA Business (Team Entrepreneurship) will have spent 3 years learning by doing – working in student owned and led team companies that generate income doing real projects for real organisations – prefaced in the case of this version by a foundation year in which they will have developed a sound grounding in the academic skills needed to succeed in higher education.

To succeed on this programme, students will need to develop as confident and resilient learners with the capacity to lead others. They will leave as highly networked, collaborative entrepreneurs with a commitment to lifelong learning and development (of self and others) and equipped with an all-round understanding and capacity for building an organization and managing and leading projects.

### Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

#### A. Knowledge and Understanding (subject specific)

On completion of the programme students will have developed a knowledge and understanding, grounded in personal experience, of a complex and current body of knowledge of:

1. Team entrepreneurship and effective team working
2. Building and operating a team company
3. The nature of organisations, work and management
4. Organisational and personal learning and development
5. The practice of leadership
6. Managing people
7. Principles of accounting and the sources and uses of finance and financial information
8. Marketing, communications and customer focus
9. Identifying and building stakeholder relationships
10. Developing and implementing business strategy
11. Approaches to creativity and innovation
12. Project management
13. Ethics, diversity and sustainable practice
14. Knowledge management, business and management research and the use of information technology

The Foundation Year provides an understanding of the relevance of the disciplines of law, economics, accounting, business and management to professional life.

#### B. Intellectual Skills (generic)

On completion of the programme students will be able to:

1. Gather, prioritise and critically evaluate information and evidence from a range of sources
2. Identify and analyse business problems in a range of contexts using appropriate concepts and frameworks
3. Draw conclusions, develop judgements, create and evaluate alternative solutions and make decisions on their application
4. View complex situations from different perspectives and observe and interpret qualitative patterns
5. Demonstrate thought leadership
6. Apply these skills in a range of complex and unpredictable contexts.

#### C. Subject/Professional/Practical Skills (subject specific)

On completion of the programme students will be able to:

### Part 3: Learning Outcomes of the Programme

1. Manage projects and communicate their learning from these projects effectively
2. Understand group processes and dynamics and their personal impact
3. Hold courageous conversations and give and receive constructive feedback
4. Undertake peer coaching
5. Write project reports
6. Conduct a business and management enquiry/research project
7. Develop and sustain client relationships
8. Select and apply tools and techniques appropriate to the situation

#### D. Transferable Skills and other attributes (generic)

On completion of the programme students will be able to:

1. Develop high levels of personal resilience and a clear solution-focus
2. Work as a reflective practitioner, taking responsibility for own learning in complex, diverse and international contexts
3. Work effectively and authentically in teams
4. Work effectively alone, managing own time and workload
5. Present, discuss and defend ideas, concepts and views through formal and informal written and spoken language
6. Use information technology
7. Extract, process and present numeric information for a given purpose
8. Transfer knowledge and skills across different settings
9. Develop a sound understanding of ethics in practice and the lifelong learning skills to make an ongoing contribution to society.

**Part 3: Learning Outcomes of the Programme**

<b>Learning Outcomes:</b>	UJUUL9-30-0	UMCDKK-30-0	UMEDKL-30-0	UJUUL7-30-0	UMCDBQ-30-1	UMCDBR-30-1	UMCDBS-30-1	UMCDBT-30-1	UMCDBU-30-2	UMCDBV-30-2	UMCDBW-60-	UMCDB3-30-3	UMCDB4-30-3	UMCDB5-60-3
<b>A) Knowledge and understanding of:</b>														
Team entrepreneurship and effective team working						✓	✓		✓			✓	✓	✓
Building and operating a team company					✓	✓				✓		✓		
The nature of organisations, work and management								✓			✓	✓		✓
Organisational and personal learning and development								✓			✓		✓	
The practice of leadership											✓	✓	✓	
Managing people						✓			✓		✓			
Principles of accounting and the sources and uses of finance and financial information					✓					✓		✓		
Marketing, communications and customer focus					✓					✓		✓		
Identifying and building stakeholder relationships										✓		✓		
Developing and implementing business strategy							✓			✓	✓	✓		
Approaches to creativity and innovation							✓		✓		✓	✓		
Project management									✓	✓	✓	✓	✓	✓
Ethics, sustainable practice and global citizenship					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Knowledge management, business and management research and the use of information technology					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
The relevance of the disciplines of law, economics, accounting, business and management to professional life	✓	✓	✓	✓										
<b>(B) Intellectual Skills</b>														
Gather, prioritise and critically evaluate information and evidence from a range of sources	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify and analyse business problems in a range of contexts using appropriate concepts and frameworks					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Draw conclusions, develop judgements, create and evaluate alternative solutions and make decisions on their application					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
View complex situations from different perspectives and observe and interpret qualitative patterns									✓	✓	✓	✓	✓	✓



## Part 4: Student Learning and Student Support

### Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

Level 0 consists of four year-long 30 credit modules in which the main focus is on the acquisition both of appropriate academic skills and of an awareness of the relevance to their future professional lives of the disciplines of law, economics, accounting and business and management. **Becoming A Professional (UJUUL9-30-0)** will act as a “spine” to the year, supporting the other three modules through a reflective portfolio and three integrative project weeks. Students will be encouraged to develop as reflective learners and to understand the importance of the UWE graduate attributes. The teaching methods are designed to engage students and much of the scheduled class time will be spent in technology enhanced active learning (TEAL) rooms. During this year students will be working with students enrolled on year zero of other business and law programmes and the approach will be more “traditional” than the subsequent three years of the programme with a strong focus on active learning.

The remainder of this section of the programme specification relates specifically to the final three years of the programme.

Learning not teaching.” On this programme students learn from level one onwards by doing real work on real projects, alongside other members of their team company. Students earn ‘book points’ for reading and reflecting on a range of appropriate readings. They are encouraged to read texts at a time when they are relevant to a current project, so that knowledge and learning are applied, deepening learning, insight and understanding of how ideas might work in practice.

Within the first two weeks of level one of the programme, teams of 20 students are formed and given the task of developing real businesses that will generate income. Working on a variety of projects – anything from organising events to running retail outlets – the students learn finance, marketing, leadership and strategy.

The underpinning philosophy of the programme is based on team coaching. During level 1 of the programme there will be some structured learning sessions as students learn and explore the basics of setting-up and running their own team company. For the rest of the programme there are no lectures or other teaching (although students may choose to attend selected modules on other programmes in the Faculty). Instead of taught sessions, students have regular sessions with a Team Coach who will support and guide them through the duration of the programme. For example, where the team needs more specialist guidance, the coach will work with them to discover a suitable source.

Students demonstrate their learning by completing projects and project reports and by writing book reviews. Their learning is enhanced further by giving and receiving feedback, with fellow team entrepreneurs and the Team Coach.

Students – or team entrepreneurs as they are known - attend eight hours per week of team coaching sessions with their Team Coach. The learning journey is mapped according to team entrepreneurs’ individual objectives in a Learning Contract that defines their path to Personal Mastery and which is regularly updated. Assessment is by means of learning portfolios, including project learning reports; and accumulating points from reading books from a prescribed list, reviewing the book and reflecting on how it has assisted in the development of their business.

Team entrepreneurs do not spend time in classrooms but rent a team office space from the University, with communal meeting spaces with other teams. This dedicated space is significant and reinforces the culture of team learning and the opportunities for inter-team collaboration. The businesses established by teams are companies separate from the university.

Based on principles pioneered and developed by ‘Tiimiakatemia’ Jyväskylä University of Science and Technology in Finland over the last 18 years, where the learning approach has proved highly successful, the approach has adapted to meet the needs of students in UK HE by UWE, Northumbria University and University of Westminster. For example, the Finnish students are average students so far as entry

#### Part 4: Student Learning and Student Support

qualifications are concerned (and often of a widening participation nature), however their postgraduate employability record is extremely good; in Finland in 2010, 91% of students were in employment 6 months after graduation (significantly higher than the national average) and nearly half (46%) were running their own business 2 years after graduation. The programme also plays an important role in regional development – as well as contributing 1.5 million Euros to the regional economy and 330,000 Euros in taxes, many Team Academy graduates continue to live and work in the region, where they have established their networks.

A video of Peter Senge's address at *Tiimiakatemia*'s 15<sup>th</sup> anniversary celebration, provides additional insight into the approach and its effectiveness, see <http://www.youtube.com/watch?v=kWENQJHp-U8>

On the BA Business (Team Entrepreneurship) programme students learn about productization and service production. Marketing and sales skills will inevitably be needed in every project. Students will learn to understand and manage your company's finances and to use financial numbers as incentives. They also plan projects and will learn to choose the right people for project teams. By organizing events, they learn to manage larger entities. During the final three years of study, they will become acquainted with many different forms of leadership, as they practice project leading and apply for leadership positions in their own team-company or elsewhere. Students also have the opportunity to work in international projects. They can also practice graphic design, coaching skills, or whatever else they choose to learn.

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face to face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated. During levels one to three BA Business (Team Entrepreneurship) adopts a different approach that achieves slightly higher contact time. However, this contact time is spread over a greater number of weeks; rather than 12 hours per week over 24 weeks, the programme offers 8 hours per week over 36 weeks with a Team Coach. In addition, students will have individual feedback sessions with their Team Coach. This approach is designed to provide a better fit with the cycle of projects students can anticipate being involved with, following more closely a typical working year.

On the BA Business (Team Entrepreneurship) programme learning is a mix of scheduled, and independent learning, as summarised below:

**Scheduled learning** includes team coaching and individual peer feedback and coach feedback sessions. Team Coaching comprises up to 8 hours per week over 36 weeks of the year.

There is some more formal teaching at Level 1, notably in the 'Building a Company' (UMCDBQ-30-1) module. This module will run for the first 9 weeks of the year and will introduce students to the building blocks, responsibilities and requirements for setting-up and running a team company.

**Independent learning** includes hours engaged with essential reading, identifying and approaching potential clients, undertaking projects and recording learning, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made.

#### LEARNING RESOURCES

All modules have a learning resource guide and learning resource booklet. There is a programme wide extended reading list, divided into sub-sections that focus on particular aspects of the programme. In most modules, the assessment strategy combines a requirement to achieve a proportion of 'book points' from a nominated sub-list, with the flexibility to gain book points from reading material that is most relevant to a specific project context. There is also a requirement for students to source some of their own reading material to develop their capacity for seeking, sorting, evaluating and prioritising information from a variety of sources.

Additional support is provided through the library and an extensive student computing network. All modules use the institutional VLE – Blackboard – for web enhanced delivery and to thus provide students with 24/7

#### **Part 4: Student Learning and Student Support**

access to module information and resources on and off campus.

Students requiring support with generic study skills have access to an on-line study skills provision, which has been developed specifically to meet the needs of Business School students.

#### **STUDENT SUPPORT AND GUIDANCE**

Student support is provided by academic staff (team coaches), for all issues relating to the content, delivery and assessment of modules. The Student Advice and Welfare service provides timely, accurate and confidential advice where necessary on all aspects of the provision, for example coursework and examination arrangements, extenuating circumstances procedures, as well as personal issues such as problems with studying or meeting deadlines, financial matters, ill health and so on, including when relevant how to access the wider support provided by the University. Additional academic support and guidance is provided by the Programme Director who is also responsible for ensuring the collection of and response to student feedback using student representatives and the Programme Management Committee. The faculty has a Student Advice and Diversity Group that oversees the development and implementation of faculty policy concerning widening participation and student support and guidance.

Further student support is provided by the Business School through the PAAT team, the Admissions Office and the International Office. Here, the international administrator provides support and organises specific activities to assist international students in adapting to life in the UK, such as an additional induction week, and the provision of specific literature to assist with their study.

All students have a formal induction process to socialise them to university life and to provide them with the means to access the support that they may require during their study at UWE. A student handbook documents this for students, as does the Business School website. There are a range of central services offered to students. These include: the Centre for Student Affairs for careers service and the university's counselling provision, information technology services, student accommodation, sports facilities, student union services, the Chaplaincy and the Centre for Performing Arts.

Support to students with disability is offered both at the faculty level under the remit of the Student Support & Guidance Officer and centrally through the university's Disability Resource Centre. This acts as a holistic service for disabled students and applicants to the University but also supports the academic and administrative staff members who work with disabled students.

#### **Description of any Distinctive Features**

This is an innovative approach to business and entrepreneurship education with a distinctive pedagogic approach based on a team coaching approach to learning.

The most important learning tool is the team-company, which is established at the onset of studies. Students work and share ideas, thoughts, experiences, and what they learn with their team mates. Together students practice team and interaction skills, which are vital in the professional world of the future. Instead of lessons, there are coaching sessions and various projects with the team-company. In coaching sessions (2x4 hrs/week), the team's coach will offer ideas and advice upon request. The coach is not a teacher, and he or she will not tell the student/team what needs to be done next in the team-company.

Students' own know-how and resilience will develop through their team-company's customer projects. By visiting customers students will gather contacts with companies and people that they are interested in and will build personal network for the future. What students know might not be as important as who they know. Students apply the theoretical knowledge acquired directly into practice as they run the team business. The learning journey will be mapped according to student's individual objectives. Everyone regularly updates a Learning Contract that defines their path to Personal Mastery.

#### Part 4: Student Learning and Student Support

As students operate in their own customer network, they will find that their courage will increase, and self-confidence will rise with every success. Studying at Team Academy requires genuine interest in business and developing entrepreneurship.

Working as a team entrepreneur demands commitment and self-discipline, but it also gives a lot to those who love challenges and self-realization. Students' success is evaluated by customers, their team mates, and through critical self-reflection. Direct, constructive feedback gives students the opportunity to develop both professionally and as a human being.

Independent initiative, social skills, and the desire to develop and challenge are central in studying on this programme. Courage to try new things and an enthusiastic attitude are also important.

#### Part 5: Assessment

A: Approved to [University Regulations and Procedures](#)

#### Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

The assessments at level 0 are designed to develop student academic skills and appreciation of graduate attributes. From level one onwards, assessment are designed to deepen and support learning from projects. There are no written examinations at levels one to three and assessment will be through learning portfolios (typically including pre- and post-project reports, book reviews, activity logs, feedback from team coaches and peers, summarized in a reflective essay and/or personal development plan); practical skills assessment, oral assessment and presentation; project reports and dissertation.

Assessment is an integral part of the teaching and learning process. The range of assessments indicated have been designed to be both academically rigorous and to foster skills that are core to students' future beyond higher education. Assessments are, therefore, designed to:

- test the students' ability to integrate concepts and theories and to apply them in practice;
- ascertain their learning strengths and weaknesses and continuing development needs;
- encourage students to seek and provide constructive, developmental feedback from and to peers and others (360);
- develop students as reflective practitioners on a life-long learning journey;
- expose students to a variety of assessment methods in order to promote the growth of their life-long learning skills;
- test students' level of skills development.

The assessment strategy comprises of formal tutor (team coach) assessment, informal tutor (team coach) assessment, client presentations and feedback and formal and informal peer review and feedback. Formal testing of the knowledge base, intellectual, subject specific and transferable skills is through a combination assessed coursework assignments (including essays, project reports, book reviews and coaching logs, for example) and presentations. Informal testing of intellectual, subject specific and transferable skills is extensive as it underpins the team coaching approach and is provided by peers and clients, as well as

team coaches.

The faculty supports the University Academic Regulations and procedures, and the requirement for controlled conditions to apply to part of the assessment of every module. Forms of assessment commonly used on this programme in controlled and non-controlled conditions assessment are: book reviews, project reports, learning logs, coaching logs, self and peer assessments, reflective essays and dissertations. Team coaches will have a clear knowledge of and insight into the projects, peer coaching and other learning activities that individual students and teams are involved with, providing additional rigour to the assessment regime.

**Part 6: Programme Structure**

**BA(Hons) Business (Team Entrepreneurship)**

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:  
 level and credit requirements  
 interim award requirements  
 module diet, including compulsory and optional modules  
 Students will normally be required to pass all the level 0 modules in order to progress to level 1.

		Compulsory Modules	Optional Modules	Interim Awards
<b>ENTRY</b> 	Level 0	UJUUL9-30-0 Becoming a Professional  UMCDKK-30-0 Introduction to Organisations, Enterprise and Management  UMEDKL-30-0 Economics and Accounting for the Real World  UJUUL7-30-0 Introduction to Law in a Social, Business and Global Context	None	None
	Level 1	UMCDBQ-30-1 Creating a Venture  UMCDBS-30-1 Working in Teams  UMCDBR-30-1 Developing a Venture  UMCDBT-30-1 Managing My Learning and Development	None	Certificate in Higher Education Business (Team Entrepreneurship)  <i>Credit requirements: 240 credits</i> At least 100 credits at level 1 or above. 120 credits at level 0.

	Compulsory Modules	Optional Modules	Interim Awards
Level 2	UMCDBU-30-2 Developing Performance in Teams  UMCDBV-30-2 Growing a Venture  UMCDBW-60-2 Developing Personal Effectiveness and Resilience	None	Diploma in Higher Education Business (Team Entrepreneurship)  <i>Credit requirements:</i> 360 credits. At least 100 credits at level 2 or above. At least 120 credits at level 1 or above. 120 credits at level 0.

Year Out: n/a



	Compulsory Modules	Optional Modules	Interim Awards
Level 3	UMCDB5-60-3 Developing Specialist Knowledge and Understanding  UMCDB3-30-3 Sustaining a Venture  UMCDB4-30-3 Leadership in Practice	None	BA Business (Team Entrepreneurship)  <i>Credit requirements:</i> 420 credits  At least 60 credits at level 3 or above. At least 100 credits at level 2 or above. At least 140 credits at level 1 or above. 120 credits at level 0.  <b>Target/Highest Award:</b>  BA(Hons) Business (Team Entrepreneurship)  <i>Credit requirements:</i> 480 credits At least 100 credits at level 3 or above. At least 100 credits at level 2 or above. At least 140 credits at level 1 or above. 120 credits at level 0.

## GRADUATION

### Part time:

The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**.

n/a – No part-time option is being offered

### Part 7: Entry Requirements

The University's Standard Entry Requirements apply, according to the year and point of entry, see UWE webpages:

<http://www1.uwe.ac.uk/whatcanistudy/applyingtouwe/undergraduateapplications/undergraduateapplicationsfaqs.aspx>

All candidates will be interviewed for this programme.

### Part 8: Reference Points and Benchmarks

This programme is designed in support of the University 2020 Strategy and in particular the objectives of delivering outstanding learning and developing ready and able graduates.

The teaching and learning methods used in the programmes intend to challenge the existing perspectives of the students and encourage creative thinking; a solution-focussed perspective; and personal resilience. Working on real projects in real organisations throughout the programme gives students practical experience of applying concepts and problems in a wide range of contexts to add depth and complexity to their understanding. Reading texts as and when they are relevant to their projects and learning provides academic rigour and fosters understanding of learning as an emergent and ongoing process. Group learning approaches will also challenge students in a number of ways that will play a significant role in learning about leading and managing both self and others.

The clear emphasis is on learning, rather than teaching, with little formal 'teaching' after the first nine weeks. Learning objectives meet the QAA subject benchmarks and additionally meet and exceed QAA guidance for entrepreneurship education<sup>1</sup>. Under guidance from the coach, and through requirements to read and review books from a range of extended book lists, students meet learning outcomes in a flexible and meaningful way that encourages them to reflect extensively and deeply on how, what, when and why they are learning. This is captured in their learning contract and reflected on in assessments.

Although new to UK HE, the programme is based on a pedagogic approach that is tried and tested in a number of other European HE contexts (Finland, France, the Netherlands, Spain and Hungary). Developing the programme to meet the needs of UK HE involved collaboration with colleagues from Northumbria University and University of Westminster, as well as Akatemia (a not-for-profit) and Tiimiaktemia Jyvaskala.

The programme team have consulted widely with a range of stakeholders to enhance the quality and standards of learning on the programme. This has included:

- visits to HEIs experienced in the team entrepreneurship approach
- working with students in Jyvaskyla, Northumbria and UWE using these methods and learning from their feedback
- consultation with regional employers and PSRBs
- liaison with careers advisers through the schools and colleges network
- sharing experience, ideas and best practice with colleagues from Northumbria and Westminster, as well as the broader international network.

---

<sup>1</sup> QAA (2012) *Enterprise and entrepreneurship education: Guidance for UK higher education providers*

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the [University's website](#).

**FOR OFFICE USE ONLY**

First CAP Approval Date	1 June 2016			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>	31 January 2017	Version	2	<a href="#">link to RIA</a>
Next Periodic Curriculum Review due date	February 2019			
Date of last Periodic Curriculum Review				